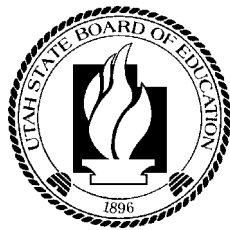


**The Report of the
Accreditation Visiting Team**

**Union High School
135 North Union (124-3)
Roosevelt, Utah 84066**

February 10-11, 2004



Utah State Office of Education
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Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Union High School
135 North Union (124-3)
Roosevelt, Utah 84066**

February 10-11, 2004

UTAH STATE OFFICE OF EDUCATION

**Steven O. Laing, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 10-11, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Union High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Brent Feldsted is commended.

The staff and administration are congratulated for the generally fine program being provided for Union High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Union High School.

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State Superintendent
of Public Instruction

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Steven O. Laing

Executive Officer

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Secretary

**Board of Regents Appointments*

10/30/03

DUCHESNE SCHOOL DISTRICT

BOARD OF EDUCATION

Doug Swasey	President
Lindon Dye	Vice President
Newell Richens	Member
John Hullinger	Member
Phil Thompson	Member

DISTRICT ADMINISTRATION

John Aland	Superintendent
Larry Abplanalp	Assistant Superintendent, Elementary Curriculum
Jack Bell	Assistant Superintendent, Secondary Curriculum
Dee E. Miles	Business Manager
Tony Grant	Director, Buildings and Grounds
Gwen Prescott	Supervisor, School Lunch
David Stevens	Director, Special Education
Timothy Trujillo	Supervisor, Transportation
Rex Wilcox	Special Education

UNION HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Brent V. Feldsted Principal
Loyal Summers Assistant Principal

Counseling

Sharon Alldredge Counselor
Doug Price Counselor

Support Staff

Dearwyn Eldredge Bookkeeper
Debby Arnold Principal's Secretary
Melody Scholes Counseling Secretary
Cuba Thompson Attendance Secretary

Faculty

Phillip Armstrong	Amelia Garner	Michelle Richardson
Phillip Bertoch	Bill Goodrich	Anita Weidauer
Loa Kay Bowthrope	Betty Griffin	John Weight
Don Besenbark	Jeff Hanke	Kirk Wentworth
Cindy Carlson	Greg Hansen	Carey Willis
Ace Davis	Carol Henley	Hobart Willis
Bryce Davis	Jule Lomahaftewa	Cheryle Wingfield
Tana Dunsmore	Keith Morris	Shelley Wood
Gail Fauci	Karl Niebergall	Craig Zobell
Sam Fernley	Joyce Orton	
Jim Freston	Merlin Rasmussen	

Teaching Aides

Margot Adams	Margo Denver	Charles Percival
Barbara Barney	Cindy Labrum	

Building Maintenance

Randy DeMille
Sue Ann McKenna
Russ Mortensen

Owen Murphy
Ethelyn Potter
Lyndon Robb

Barry Taylor

Cafeteria Workers

Leah Bastian
Lorna Clegg

Maurine Rockwood
Karen Winn

Non-District Advisors

Virginia Bisel
Michel Chapoose

Elizabeth Hoschouer

Johnnie Tabbee

UNION HIGH SCHOOL

MISSION STATEMENT

“We seek to provide a safe environment where all can receive a well-rounded education and achieve their highest potential.”

BELIEF STATEMENTS

We - Students, Teachers, Parents, Staff, and Community

Seek - Working toward a mutually shared goal

To Provide - Support students so that they can perform

A Safe Environment - The physical, emotional, and intellectual freedom to try

Where - At Union High School and its community

All Students - Each and every single student

Can Receive - Having the opportunity to participate in

A Well Rounded - The high quality state core and desired electives

Education - Learned mastery

And Achieve - Reaching desired goals

Their - Each and every student

Highest - To the fullest degree possible

Potential - Unique and personal capabilities.

We believe that communication skills are an essential key to the success of the students at Union High School, and that by expanding upon the communication and interaction of our stake holders we can truly help our students achieve their highest potential.

MEMBERS OF THE VISITING TEAM

Carolyn Schubach, Murray School District, Visiting Team Chairperson

Edna Ehleringer, Olympus High School, Granite School District

Vicci Gappmayer, Wasatch High School, Wasatch School District

Mary Moulton, Uintah High School, Uintah School District

Gregg Roberts, Churchill Junior High School, Granite School District

VISITING TEAM REPORT

UNION HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Union High School is located in Roosevelt, Utah, in Duchesne County School District. The school serves 870 students in grades 9-12, enrollment having declined from 1,035 students in 1997. Approximately 10 percent of the students are Native Americans, and 3 percent are Hispanic. These percentages have remained constant during the past six years. Thirty-six percent of the students qualify for free or reduced-price lunch. The number of students on fee waivers has dropped in the past few years, and there is an increase in the number of single-parent families. The students come from a rural community of approximately 5,000 people. The average income in the community is \$31,298, with 44 percent below the poverty level. The oil industry provides many of the jobs in the area, and the fluctuating job market affects a great many people. Agriculture and the cattle industry provide other jobs.

Union High School has a rich tradition of quality education in the community, striving to provide opportunities for all students. Many students take advantage of the UBATC (Uintah Basin Applied Technology College). UBATC offers courses in business, welding, mechanics, carpentry, and other programs. Utah State University has a branch campus within walking distance that offers concurrent enrollment to Union High School students. The school went to a block schedule last year so that students can access the courses offered by these facilities. The staff is highly trained and experienced, with an average of 15 years' experience, and 38.6 percent of teachers have advanced degrees. The school has an active School Community Council that is highly involved in the school improvement process.

Union High School initiated its self-study two years ago, after attending the state's one-day School Leadership Training. The school profile is a comprehensive presentation of student achievement data from SAT and CRT results, as well as participation data on UBATC and Utah State University classes. Extensive survey results from all stakeholder groups are described and analyzed in the profile. In addition to the very comprehensive profile presented in the self-study report, the school continually studies disaggregated data on CRTs and the SAT with the use of Scholar Inc.

a) What significant findings were revealed by the school's analysis of its profile?

Analysis of the profile data reveals some improvement in student performance. Efforts to disaggregate data are giving the staff important information about who is mastering content core standards and which students are less than proficient. The areas of reading and writing have been identified as targets for student

achievement focus for all content areas. Each department, with the availability of CRT data in its subject area (Math, Science, or Language Arts), analyzes the end-of-level test data to determine areas of needed support and intervention for student learning.

The administrative team and accreditation leadership team have made a significant effort to collect and analyze available student achievement data. They do ongoing analysis of the data to make decisions about student learning.

b) What modifications to the school profile should the school consider for the future?

The school profile was well done. It is suggested that the school continue its work to gather and disaggregate SAT, CRT, and writing assessment data by gender, ethnicity, grade level, etc.

Suggested Areas for Further Inquiry:

- The school has a variety of programs in place as supports for student learning that were not reflected in the current profile. It is suggested that this information is valuable and should be include in the profile.
- In an effort to identify specific student achievement targets, the Visiting Team suggests that the school continue and expand its efforts to disaggregate data to identify students who need more support and intervention.

CHAPTER 2: THE SELF-STUDY PROCESS

a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?

Interviews with parents and other stakeholders indicated that the school community was invited to participate in the self-study process. The School Community Council was established to begin to assist the leadership in this collaborative effort. The teaching staff has been engaged in the process for the past year and a half.

The self-study has been the major focus of the school. The Visiting Team recommends that all the stakeholders (students, parents, and staff) be involved as this self-study process evolves.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

One of the major strengths of the document was the candor of the staff and community in their reflection. They did a thorough job of assessing the school in the department reports for classroom effectiveness. The profile brought forth issues that the staff agreed were the main areas of focus.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

The DRSLs were not clearly defined as such for this study. The school defined learning goals for each department, such as “students will demonstrate effective communication skills as they apply to reading and comprehension.”

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

In examining the level of understanding and acceptance of the school’s mission statement, the Visiting Team determined that the majority of the stakeholders understood and supported the desire to “provide a safe environment where all students can receive a well rounded education and achieve their highest potential.” The faculty revisited, revised, and recommitted themselves to this mission during the self-study process.

While the faculty understands and is committed to the school’s mission statement and vision for Union High School, continued efforts to regularly include the voices of all stakeholders (staff, parents, students, and administration) are necessary. The Visiting Team believes that there is a lack of understanding about how the desired results for student learning are created by all stakeholders so that these DRSLs can be supported through alignment of the mission and beliefs and make these an explicit part of student learning.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

Belief statements at Union High School were developed in conjunction with the mission statement. The Visiting Team recommends that the stakeholders work to extend the school’s beliefs to include their commitment and understanding to

student learning and their beliefs regarding best teaching practices that maximize student learning.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's DRSLs should reflect Utah Life Skills, as adopted by the Utah State Board of Education, and future trends identified through research done by the school community. Union High School's DRSLs appear to be vague, and are perhaps better suited to being goal statements. DRSLs are learning goals that the school community has for all students. Union High needs to revisit and refine its DRSLs before committing to them. Following refinement of the DRSLs, it is the Visiting Team's recommendation that in the next 3-6 years, the school community identify indicators and methods for gathering evidence of student achievement related to the school's DRSLs. Then the school community should develop an assessment system to assess students on whether they are becoming more effective communicators and/or critical thinkers as a result of classroom instruction within the next few years.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Within the individual departments, it is apparent that the staff is attempting to align curricula with state standards. Some collaboration between departments has taken place to integrate State Core concepts. Several departments are working collaboratively on projects to better integrate standards. Other departments are beginning to collaborate across the curriculum, but this collaboration is more informal than formal. Essential knowledge and skills in most content areas have been identified and developed into curricula. It is not clear whether all departments are collaborating regularly to develop standards-based curricula and include the Utah Life Skills. Some departments evaluate their curriculum regularly, but not all departments take into account performance data. The Visiting Team recommends that all departments continue to analyze performance data and use that data to make modifications to curricula. Moving forward with data will support the desired focus on essential concepts while meeting the needs of all students.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The Visiting Team recognizes that the school and staff members have made a great effort to begin developing a collaborative culture at Union High. Although each department has made a conscious effort to articulate a clear academic focus, not all staff members can articulate a clear understanding of the DRSLs. The intent of DRSLs in the school improvement process is to provide a **collective vision** for student learning. This collective vision would unify curriculum and instruction that transcends individual courses and departments. The creation of clear schoolwide DRSLs is necessary to achieve the school's vision for all students.

There is limited evidence that the curriculum development process takes into account a collective vision in the form of DRSLs. Therefore, it is necessary to increase the schoolwide understanding of the critical importance of DRSLs that will enable all stakeholders to have a clear focus around curriculum and instruction. The Visiting Team recommends that all stakeholders review each department's goals to establish one common set of refined DRSLs for the entire organization. One unified set of DRSLs will maximize the use of limited resources and focus them in attaining a school vision.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

During classroom visits, the Visiting Team observed most teachers using a variety of teaching strategies, including hands-on activities, oral presentations, small group work, lectures, writing to learn, and class discussions. Both students and parents indicated that they are satisfied with the quality of instruction at Union High. The Visiting Team believes that the faculty and staff are hardworking, dedicated, and available to students and parents. The staff has expressed a desire to work across the departments to develop more a meaningful curriculum for all students. All teachers are emphasizing reading and writing. The faculty will be involved in summer training in "reading in the content areas" so that all teachers will be able to help students become strategic readers.

Most teachers want to be provided with additional training and support in best practices. However, the Visiting Team concurs with the teachers' concern that the standards of quality professional development be observed. Many teachers are concerned by the prevalence of one-shot workshops that do not necessarily build skills that can best be implemented in the classroom. The Visiting Team recommends that the staff and faculty continue to have professional development that is focused and ongoing in order to positively affect student achievement. To achieve this desired goal, a shared commitment by all departments must be undertaken. The development of clear DRSLs for schoolwide learning can help direct the purposes of school professional development. Union High School

should be commended for its efforts to create a positive academic learning environment.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The Union High faculty strives to engage many students effectively. However, the faculty and staff realize that minority and low socioeconomic groups are somewhat less engaged. The Visiting Team found some evidence that individual teachers monitor and adjust their instruction to address the different ability levels, from gifted to struggling learners, found within a regular classroom setting. A closer departmental evaluation concerning differentiated instruction could help the faculty and school address this concern.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Union High School consistently provides its students with opportunities to access academic support for learning. Students reported that many teachers are available before and after school and are happy to provide help with assignments or difficult concepts. Union High School also offers a variety of classes during the summer months for remediation and high school credit. Union High School would like to continue to improve and enrich students' learning experiences. The school is encouraged to continue providing programs and opportunities to support student learning.

The Visiting Team commends Union High on the creation of a unique advisory program for the ninth grade students. Many teachers believe that early intervention for students is necessary for improving student achievement. The staff is highly committed to supporting student learning with ongoing interventions and programs.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The mission statements and beliefs begin to address expectations for student achievement. Where expectations are clearly defined for staff and students, results will be evident. Using other measurements beyond paper-and-pencil tests would improve student achievement. A limited effort has been made to clearly define the type of achievement the staff wants to assess, and the performance standards for evaluating the quality of students' achievement. There do not appear to be schoolwide standards that are being articulated for measurement. Continuing to

use the already disaggregated data will provide additional information on individual student progress.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The school's staff is striving for more opportunities to collect data from assessments other than standardized testing. As in most schools, the development of assessments is on a department or classroom rather than a schoolwide basis. However, ongoing efforts to create schoolwide assessments will provide additional data. There is evidence of performance assessment in some classes.

Schoolwide strategies for performance assessment would provide important information about student learning. Clarifying the DRSLs will help facilitate schoolwide measurements. Individualization and differentiation are taking place in some classes, and will be strengthened by expanding the conversations among students, faculty, and the administration regarding which students are and are not learning and why.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Although the Visiting Team has no reason to doubt the fairness of Union High School's schoolwide assessments, no personal observations were made or report contents found that either support or contradict the perception that assessments are fair. In interviews, it was stated that ESL and special education students were given special accommodations in all areas; the Visiting Team assumes this means accommodations in standardized assessments and classroom assessments, as well in classroom instruction. There is a strong desire among the staff to receive timely and accurate data in order to better serve the needs of all students. The staff understands that using data leads them to better instructional decisions.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership of the school extends beyond the administrative team in some ways. There is evidence that staff members and parents have assumed the responsibility of the leadership in an effort to improve student learning through the collaboration and work of the School Community Council and departments. Some of the teachers have assumed a leadership role by facilitating professional development opportunities for their colleagues. For example, the Six Traits of Writing training is facilitated by members of the Language Arts Department. The Visiting Team recommends that further study and refinement of the self-study

process be shared by teachers, guidance counselors, staff, parents, students, and administrators. The Visiting Team also encourages an ongoing focus on best practices for all staff members.

New teachers are required to complete cultural sensitivity training to bridge the gap between minority groups. These new teachers reported that they had benefited tremendously from this program. They commented that they now have the understanding and awareness to make vital connections to minority students.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The leadership at Union High School is beginning to employ data-driven, research-based decision making. Union High School has access to a variety of data regarding student achievement. The school is utilizing this data to improve the decision-making process, but also to monitor school improvement efforts.

The leadership at Union High made a sincere effort to survey both parents and students before determining what elements school improvement should include. The Visiting Team recommends that this data be utilized to refine and develop a viable action plan to improve student achievement. It is suggested that the leadership at the school continue to extend and refine its data collection efforts and inquiry into best practices for all classroom teachers. The study of best practices will provide a common focus and language for future improvement efforts.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Union High School is beginning to utilize the data it has to determine who is learning and who is not. Currently, the types of data used are the SAT, CRT, and Star reading tests.

Additional tools will be needed to measure and track student progress in achieving the desired results for student learning (DRSLs), as well as progress toward important content standards in each content area.

The development of a schoolwide assessment system will be the next step toward assessing the DRSLs in the next 3-6 years.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Parents and students commended the school's leadership for improving the school's climate and for working collaboratively with the School Community Council. There is evidence of strong collaborative leadership with the council for appropriating Trustlands and Quality School funding from the state legislature. The teachers felt supported in terms of resources in their classrooms.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs,, and school improvement efforts?*

Union High is in the initial stages of identifying and refining its desired results for student learning, establishing school goals, and identifying appropriate improvement steps. The administration has put into place a School Community Council and a cadre of department chairpersons for ensuring the allocation and use of resources toward the alignment of school goals.

Based on conversation with the leadership at Union High School, the Visiting Team is confident of the leadership's commitment to the improvements identified by the school community, as well as recommendations made by the Visiting Team during the self-study.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership has made an effort to include parents and teachers in sharing the responsibilities of leadership for student learning. The administration has established a School Community Council that includes teachers and parents who assist in the decision-making process.

The SEOP process, school newsletters, the school website, weekly radio announcements of school activities, and the *School Messenger* are just a few of the means by which Union High reaches parents and the school community.

The administration is encouraged to continue building the knowledge, skills, and expertise of the staff to employ data-driven, research-based best practices in the decision-making process for student learning.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team recognizes the productive relationships that exist among Union High's students, staff, administrators, and parents. There is strong evidence

that the school is creating a learning environment for students that nurtures a sense of caring. There is a strong climate of community pride, as demonstrated by the commitment of parents who are willing to be involved with the processes of the school.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Union High has implemented activities to create a collaborative network, which in turn supports student learning. There is a great deal of time spent on department collaboration to formulate a positive curriculum that aligns with the State Core. It is recommended that teachers collaborate more often across departments to foster collegiality and connections for students. The collaborative networks established with Utah State University and the Uintah Basin Applied Technology College are to be commended.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Evidence suggests that teachers are actively involved in staff development based on their own needs and desires. Some departments meet regularly to collaborate on instruction and curriculum. It is suggested by the Visiting Team that staff development efforts become more focused on the DRSLs across the curriculum.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The leadership in the school is supportive of the faculty, and the faculty appears to support the leadership. The administration has helped to create a climate for continuous school improvement. There is a strong staff commitment to do what is best for students. The administration and faculty need to develop a clearer school-wide plan for improvement focused on the DRSLs.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard is met. Five teachers were identified as “not qualified” for assignments in the annual report (dated October 15, 2003); however, all were later authorized for their assignments.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is met.

Standard X – Activities

This standard is met.

Standard XI – Business Practices

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The action plan needs to be revised to reflect the DRSLs as the DRSLs become more clearly defined. It is recommended that upon completion of DRSL development, the staff study best practices and then analyze their departments again using the essential questions provided by the USOE. The focus groups need to convene to analyze the organizational effectiveness of the school.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

While there is an obvious commitment at Union High School to school improvement, it is evident that the school community was somewhat unclear about how to complete the various aspects of the process. Staff members did not develop schoolwide DRSLs, but rather a variety of learning goals and goals for school improvement, such as “improve communication with parents,” that are not desired results for student learning. Staff members did not participate in focus groups, analyzing data in these groups and submitting a report from each focus group. Each department did a departmental analysis, but did not answer the essential questions in their reports, nor did they indicate how they are currently teaching or assessing the DRSLs.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The schoolwide action plan at this time is too broad and not clearly focused on learner outcomes. Upon revisiting the process, it is recommended that the action plan be modified to have fewer but more focused goals.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the administration, staff, and parents of Union High School for their pioneering efforts in establishing a collaborative process for addressing school improvement.

- The Visiting Team commends the school community for its conscious and diligent efforts in creating a positive culture and climate conducive to learning. Union High School is the focal point of the community.
- The staff and administration are to be commended for their efforts in identifying the needs of students and community, and for continually looking for the most effective ways to encourage student success.
- The staff is to be commended for its sincere and thorough efforts to conduct a self-study of the school, and to use this process to identify efforts on behalf of students.

Recommendations:

- The school should continue to refine the self-study process and document by:
 - 1) Collectively developing clear desired results for student learning (DRSLs) with the staff, students, and community.
 - 2) Engaging the entire staff in collaborative inquiry with regard to researched best practices for teaching and assessing the DRSLs.
 - 3) Analyzing each department in light of the schoolwide DRSLs and best practices research. Use the “Essential Questions for Departmental Analysis” to assess how each department is currently operating.
 - 4) Conduct seven focus group analysis sessions on each of the seven areas of instructional and organizational effectiveness, with each teacher participating in at least one focus group involving parents, students, and non-teaching staff, where possible. Use the data from student achievement; surveys of various stakeholders; and data to be gathered on instruction, curriculum, and assessment practices in the school in the focus group discussion and analysis. Use the “focus group summary of findings” format to report the analysis of each focus group.
 - 5) Refine/revise the action plan to reflect the findings of the profile, departmental, and focus group analyses. The Visiting Team recommends that the action plan be developed to target student achievement of the DRSLs with clear, achievable, and measurable steps for affecting student learning. Action plans should be evaluated by the school in terms of their impact on student learning, not merely on completion of action steps.
- After the refinement of the self-study process, the staff should begin to develop a system of collective strategies to explicitly teach and assess the DRSLs schoolwide.